

U.S. Department of Education
2009 No Child Left Behind - Blue Ribbon Schools Program

Type of School: (Check all that apply) ☒ Elementary ☐ Middle ☐ High ☐ K-12 ☐ Other
☐ Charter ☐ Title I ☐ Magnet ☐ Choice

Name of Principal: Mr. Jay Brewer

Official School Name: Ruth Moyer Elementary

School Mailing Address:
219 Highland Avenue
Ft. Thomas, KY 41075

County: Campbell County State School Code Number*: 176-030

Telephone: (859) 441-1180 Fax: (859) 441-9440

Web site/URL: http://www.fortthomas.kyschools.us/school_home.aspx?schoolID=4 E-mail:
Jay.Brewer@fortthomas.kyschools.us

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge all information is accurate.

(Principal's Signature) Date _____

Name of Superintendent*: Mr. John Williamson

District Name: Ft. Thomas Independent Tel: (859) 815-2020

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

(Superintendent's Signature) Date _____

Name of School Board President/Chairperson: Ms. Karen Allen

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

(School Board President's/Chairperson's Signature) Date _____

**Private Schools: If the information requested is not applicable, write N/A in the space.*

Original signed cover sheet only should be mailed by expedited mail or a courier mail service (such as USPS Express Mail, FedEx or UPS) to Aba Kumi, Director, NCLB-Blue Ribbon Schools Program, Office of Communications and Outreach, US Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2008-2009 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2003.
6. The nominated school has not received the No Child Left Behind – Blue Ribbon Schools award in the past five years, 2004, 2005, 2006, 2007, or 2008.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district:
- | | |
|----------|---------------------|
| 3 | Elementary schools |
| 1 | Middle schools |
| | Junior high schools |
| 1 | High schools |
| | Other |
| 5 | TOTAL |

2. District Per Pupil Expenditure: 6240

Average State Per Pupil Expenditure: 9602

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:

- ☐ Urban or large central city
☐ Suburban school with characteristics typical of an urban area
☒ Suburban
☐ Small city or town in a rural area
☐ Rural

4. 5 Number of years the principal has been in her/his position at this school.

 If fewer than three years, how long was the previous principal at this school?

5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK			0	7			0
K	40	44	84	8			0
1	28	51	79	9			0
2	39	38	77	10			0
3	33	35	68	11			0
4	31	34	65	12			0
5	35	35	70	Other			0
6			0				
			TOTAL STUDENTS IN THE APPLYING SCHOOL				443

6. Racial/ethnic composition of the school: _____ % American Indian or Alaska Native
 _____ 1 % Asian
 _____ 1 % Black or African American
 _____ 1 % Hispanic or Latino
 _____ % Native Hawaiian or Other Pacific Islander
 _____ 95 % White
 _____ 2 % Two or more races
 _____ **100 % Total**

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the past year: 5 %

This rate is calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	11
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	10
(3)	Total of all transferred students [sum of rows (1) and (2)].	21
(4)	Total number of students in the school as of October 1.	383
(5)	Total transferred students in row (3) divided by total students in row (4).	0.055
(6)	Amount in row (5) multiplied by 100.	5.483

8. Limited English proficient students in the school: 2 %

Total number limited English proficient 7

Number of languages represented: 4

Specify languages:

Spanish, Russian, Sinhala, and Tulugu

9. Students eligible for free/reduced-priced meals: 10 %

Total number students who qualify: 45

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-price school meals program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 7 %

Total Number of Students Served: 33

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>0</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>0</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>5</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>15</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>1</u> Multiple Disabilities	<u>6</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u>0</u>
Classroom teachers	<u>19</u>	<u>0</u>
Special resource teachers/specialists	<u>6</u>	<u>3</u>
Paraprofessionals	<u>0</u>	<u>0</u>
Support staff	<u>12</u>	<u>3</u>
Total number	<u>38</u>	<u>6</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1 18 :1

13. Show the attendance patterns of teachers and students as a percentage. Only middle and high schools need to supply dropout rates. Briefly explain in the Notes section any attendance rates under 95%, teacher turnover rates over 12%, or student dropout rates over 5%.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Daily student attendance	97%	97%	97%	97%	97%
Daily teacher attendance	96%	97%	97%	97%	97%
Teacher turnover rate	10%	0%	0%	8%	4%

Please provide all explanations below.

14. For schools ending in grade 12 (high schools).

Show what the students who graduated in Spring 2008 are doing as of the Fall 2008.

Graduating class size	0	
Enrolled in a 4-year college or university	0	%
Enrolled in a community college	0	%
Enrolled in vocational training	0	%
Found employment	0	%
Military service	0	%
Other (travel, staying home, etc.)	0	%
Unknown	0	%
Total	100	%

PART III - SUMMARY

Ruth Moyer Elementary, founded in 1930, is a kindergarten through fifth grade school located in the heart of Fort Thomas, Kentucky (pop. 17,000). With an enrollment of 445 students, our school mission statement guides our everyday interactions with students and parents. Our mission statement is

“The staff and parents at Ruth Moyer Elementary School believe that all students deserve the opportunity to achieve their maximum potential. We accept the responsibility to help all students achieve academically, learn life-skills, and to continue their education at the next level.”

Accredited by the Southern Association of Secondary Schools and Colleges, Ruth Moyer Elementary has been a consistent top performer on state assessments (CATS) and in 2008 was the highest performing school in all of Northern Kentucky region.

Since the implementation of the Kentucky Education Reform Act of 1990, Ruth Moyer Elementary School has maintained a course towards proficiency for all students. The latest state assessments clearly demonstrate Moyer’s ability to reach all learners as the school’s novice index was .52%. Moyer has reached the state assessment goal of 100 for all Kentucky schools by the year 2014 for the past five years. On nationally norm referenced assessment Moyer students consistently perform in the upper 70th percentile to the lower 80th percentile.

Moyer prides itself on providing a “guaranteed and viable” curriculum for all students. The programs that Moyer uses are research based (Trophies, Everyday Math, Social Studies Alive, Junior Great Books, and Successmaker) and are designed to challenge students to be creative and critical thinkers, problem solvers, and real world appliers. Every year the staff of Moyer evaluates a different curriculum strand (Language Arts, Math, Science, Social Studies, Practical Living and Vocational Studies, and Arts and Humanities) and revises it to ensure that it is providing the best educational practices and programs.

Ruth Moyer has outstanding community and parent involvement. Students at all levels participate in Service Learning projects in which content areas are connected to community service projects. Parents are extremely supportive and involved in our school. Programs such as Picture Person, Junior Achievement, COSI, Red Ribbon Week, Kentucky Kid’s Day, and Everybody Counts demonstrate a high level of involvement in which parents organize and often teach lessons in our classrooms.

Our Parent Teacher Organization is responsible for many programs and activities at our school. They also provide funding for such initiatives as having interactive Smartboards in every classroom. They have also purchased software, hardware, books, sound equipment, manipulatives, classroom carpets and easels, as well as sponsoring numerous field trips. Recently our school has started an Extracurricular Booster Organization that has organized soccer, basketball, baseball, softball, and flag football opportunities for students. Currently the Moyer Boosters have organized a kindergarten through second grade instructional basketball league that fields teams from six other schools. After school opportunities for students are plentiful. Students have the opportunity to participate in Chess Club, Studio Art, Band, Chorus, Strings Program, Student Technology Leadership Program, Students Council, French Class, Chinese Class, Spanish Class, and Academic Team.

Ruth Moyer Elementary prides itself on providing a safe, friendly, and nurturing environment for our students to learn and grow. We succeed because the community and families we serve value and support excellence in education. This tradition of excellence is the reason that Fort Thomas Independent Schools have placed first among all K-12 Districts in the Commonwealth of Kentucky for the last thirteen consecutive years.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. **Assessment Results:**

The state of Kentucky established an accountability model called the Commonwealth Accountability Testing System (CATS) that generates data on schools and districts throughout Kentucky. The Kentucky Performance Reports provide results for the last six years of testing in the state of Kentucky. The goal for all schools is to achieve proficiency (measured as 100 out of an optimal score of 140) by 2014. For the past five years Ruth Moyer Elementary has exceeded the goal set for all Kentucky schools. The data in reading indicate scores from 2004 to present to be: 102, 109, 111, 114, and 115. The data in math indicate the same pattern for the past five years: 109, 109, 110.9, 115.4, and 122.9. The lowest performing category as defined by the state is novice. Moyer's percentage of novice students over the past five years has shown a steady reduction, starting in 2004, with 2.22, 1.42, 1.22, .66, and in 2008 .52. Ruth Moyer is traditionally found in the top 5% of all Kentucky elementary schools on state testing. At Moyer, each student in grades second through fifth completes the Iowa Test of Basic Skills. Moyer students can be found to traditionally score in the upper 70th percentile to lower 80th percentile in all subject areas. These test scores indicate that Moyer, as a school, is ranked in the middle to upper 90th percentile of all schools, public and private, across the nation. Additional testing done at Moyer, STAR Reading, indicates that the average Moyer student exits at fifth grade reads at least a year and half above grade level. The state test results can be found on the Kentucky Department of Education website (<http://www.kde.state.ky.us/KDE>) under the Reports and Testing section.

2. **Using Assessment Results:**

Each student at Ruth Moyer Elementary has a student profile that tracks performance on state assessments, the Iowa Test of Basic Skills, STAR reading, and SuccessMaker. This data is used to track students longitudinally from kindergarten through fifth grade. The principal and teachers review this data before the school year begins, at a mid-year review, and at a final year review. This data is also reviewed by the principal, teachers, and Site Based Decision Making Council as grade levels to determine the strengths and weaknesses of existing programs. The Site Based Council is composed of three teachers, two parents, and the principal. The Council reviews and analyzes proposals from all departments and findings from needs assessments surveys completed by students, staff, and parents. The Council then adopts specific whole school goals, which are incorporated into the school's Comprehensive School Improvement Plan. This plan includes action steps with funding proposals. The school's budget committee and the school district's Board of Education must approve the necessary funding proposals. Following formal approval, the School Improvement Plan acts as the guiding document for assessment of school improvement. This document is published on the district website for public access.

Data is also collected on teacher performance and student growth and this data is reviewed every August by the principal with teachers in a thirty minute performance review. In accordance with the district writing continuum, all students at Moyer have a student writing portfolio with samples of students writing, including drafts and prewriting. These writing portfolios are reviewed every May by the principal and school writing cluster leader. Feedback is provided to teachers on student writing, and school writing goals are established at this time. Every student is scheduled a parent teacher conference in November to review progress.

3. **Communicating Assessment Results:**

Each year Moyer has a parent teacher conference scheduled for every student. State CATS scores, Iowa scores, STAR reading scores, and SuccessMaker performance levels are reviewed at this time. The school also has a newsletter, "The Moyer Memo," that is used to communicate assessment results. The school has a web based reporting system that allows parents to view assignments and grades on-line. Parents and staff

frequently use e-mail to report assessment results and to clarify and resolve any instructional concerns or issues. Currently over 90% of our parents are part of our school e-mail distribution list, which is used to inform parents of events, assessment results, and school news. The city of Fort Thomas has a city newspaper called the “Fort Thomas Recorder” that reports to the community results of assessments and events that are occurring at school. The school’s SBDM council, which consists of two parents, three teachers, and the school principal, uses assessment results to create the yearly school improvement plan. This plan is shared with all stakeholders.

4. Sharing Success:

Ruth Moyer Elementary has and will continue to work closely with the other two elementary schools in the city and with other elementary schools throughout the state. Moyer Elementary has been an active participant of the Kentucky High Performing School District Alliance, the teachers and administrators have presented at workshops and have been a part of school site visits. Over the past several years various teachers and administrators have visited Moyer and participated in site visits to explore what makes Moyer Elementary a successful school. Schools that have visited Ruth Moyer include Walton Verona Elementary, Beechwood Elementary, Southgate Elementary, Daviess County Schools, Anchorage Elementary, Corbin Independent Schools, and schools from other high performing districts throughout the state. The principal at Moyer Elementary is actively involved with the Northern Kentucky Elementary Principals Association and the Kentucky Elementary Principals Association. Currently the principals from all three Fort Thomas elementary schools participate in monthly learning walks to assess and discuss learning programs.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

Ruth Moyer's school curriculum can be accessed by staff and parents at www.fortthomas.kyschools.us under the link for teaching and learning. Our school prides itself on having a guaranteed and viable curriculum for all learners. We use resource based programs that include active and engaging instruction. The seamless integration of technology into every lesson is also a key part of our learning experience. Moyer's language arts curriculum is presented through an integrated model that incorporates reading, literature, writing, grammar, handwriting, research, and critical thinking. The base of our language arts program is the Trophies reading and language arts series. This series is used kindergarten through fifth grade and spirals reading and language skills in a research based program of instruction. This program includes authentic literature, phonics instruction, grammar, spelling, and integrates the Six Traits of Writing skills for all grade levels. Moyer challenges readers by setting goals for students using STAR reading and Accelerated Reader. Teaches also use Junior Great Books to challenge students to think critically about what they are reading. Moyer has a structured writing continuum that provides a framework to guide for students to proficiency in writing. At Moyer the foundation of our math program is a comprehensive Pre-K through 5th grade mathematics curriculum developed by the University of Chicago School Mathematics Project. Everyday Mathematics emphasizes the application of mathematics to real world situations. Numbers, skills, and mathematical concepts are not presented in isolation, but are linked to situations and contexts that are relevant to everyday lives. Both reading and math are tied together for students as they engage in instruction geared at their specific course level through the computer program Successmaker. Students work for twenty minutes, everyday, in both reading and math starting at the kindergarten course work level and ending at grade eight. At Moyer we believe in an integrated science curriculum that includes Life Science, Physical Science, and Earth Science. The foundation for all science lessons are scientific inquiry, content knowledge, curiosity, communication, and application. In the fall of 2008 a pre-engineering unit was added at each grade level. At Moyer our social studies curriculum is based upon the program Social Studies Alive! This approach to teaching social studies is based upon research on multiple intelligences, cooperative interaction, and a spiraled curriculum. This program is activity oriented and is loaded with critical thinking opportunities for all students. Moyer's Arts and Humanities program revolves around developing a greater appreciation of the arts, and it cultivates the need for students to create and express the human spirit in product and performance. All students are actively engaged in the visual arts, music, drama, and dance. The goals of Moyer's Practical Living curriculum are to enable students to make informed, responsible decisions related to health, demonstrate sportsmanship behavior as a team member or spectator, demonstrate skills and strategies for individual and team activities, and to employ behavior that will lead to a lifetime of fitness. Starting in 2008 our school began to offer Spanish instruction for students in kindergarten and first grade with the goal of providing world language experiences for all students by 2013. Additionally, Moyer students are engaged in numerous after school clubs and activities that include an Academic Team, a Show and Select Choir, Studio Art, Band, Strings, Student Technology Leadership, Student Council, French, Spanish, and Chinese. Ruth Moyer Elementary is extremely proud of the rich and challenging curriculum that we provide for all students.

2a. (Elementary Schools) Reading:

At Ruth Moyer Elementary our number one curriculum focus is reading. We strongly believe that reading is the foundation that supports all other academic areas. Our integrated language arts model, which incorporates reading, literature, writing, grammar, spelling, handwriting, research, and critical thinking, has provided a successful approach to the instruction of reading that the average Moyer student's exits fifth grade reading on a 7.5 grade level. Students are exposed to a variety of reading genres and our school library contains over 11,000 books. Our reading program is comprised of explicit phonics instruction, direct reading instruction, guided reading strategies, phonemic awareness instruction, systematic, intervention strategies, and integrated

language arts components. The foundation of this program is the research based program Trophies. Along with this program, our students are exposed to classic literature and shared inquiry through the Junior Great Books series. Another key part to our language arts program is our school Accelerated Reader program. All students participate in this program in which reading goals are set and monitored to ensure that all students acquire reading practice. Last year we had nearly one third of our students earning over 100 Accelerated Reader Points. The final reading piece is the use of Successmaker reading software. This software begins at the kindergarten level and continues through the eighth grade level. All Moyer students use this software everyday for 10 minutes. It levels students 'course work for them guaranteeing that they are working at their specific reading and math level. Moyer also has a reading specialist who instructs struggling readers by offering strategic intervention in both small group and one on one sessions.

2b. (Secondary Schools) English:

This question is for secondary schools only

3. Additional Curriculum Area:

Ruth Moyer's mission statement is as follows:

"The staff and parents of Ruth Moyer Elementary School believe that all students deserve the opportunity to achieve their maximum potential. We accept the responsibility to help all students to succeed academically, learn life-skills, and to continue their education at the next level."

Moyer's math curriculum is an excellent example of how our instruction matches our mission. By using the research based program, Everyday Math, we are able to provide students with real life situations to learn math. Our math program also allows for students to receive remediation and acceleration based upon their specific learning goals. The spiraled curriculum found at Moyer allows for numerous opportunities for students to master a specific learning objective. The use of manipulatives, games, and the integration of technology in a logical way also are excellent examples of how our programs match our mission. The software program, Successmaker, is used by all students every day; students are actively challenged by individualized coursework that ranges from kindergarten up to eighth grade.

4. Instructional Methods:

Moyer prides itself on providing a rigorous curriculum for all students. High expectations are a key part of Moyer's success. However, as we know, not all students learn at the same rate and in the same way. Our research based programs offer a variety of differentiated strategies that teachers use in both small group and in one on one instruction. One core principle at Moyer for working with remedial students is that of pre-teaching. Our reading specialist, our special education teacher, our speech teacher, and our instructional assistants regularly pre-teach vocabulary, concepts, and procedures. Another key component to meeting the needs of all students is our Successmaker software, Accelerated Reader, and morning and afternoon extended school services. Parents and community members are an important piece to our instructional methods as we find them providing one on one mentoring, teaching art and economic lessons through "Picture Person" and Junior Achievement, leading programs such as Everybody Counts, Kentucky Kids Day, and COSI, and spending countless hours in classrooms and the library.

5. Professional Development:

Providing ongoing professional development for teachers and staff has been a key component of Moyer's success. Professional development for staff members is geared towards providing training to assist staff members in achieving school improvement goals that are established by our Site Based Decision Making

Council. Professional development sessions over the past several years have focused on training for new programs such as Trophies, Junior Great Books, Social Studies Alive!, Everyday Math, Successmaker, Espanol Para Ti, and pre-engineering units. This type of professional development has allowed for teachers to be fully trained in the philosophy of such programs and has allowed them to understand the lesson design, assessments, and how to best differentiate instruction. Teachers have also networked with other teachers from throughout the state of Kentucky at the High Performing District Conference. Moyer teachers have attended and presented many engaging sessions at this conference. Other teachers have attended regional or state conferences for kindergarten, art, music, physical education, writing, and reading. The final pieces to our professional development picture are the book studies that Moyer staff participates in. Over the past several years Moyer teachers have engaged in study of such leading educational authors such as Robert Marzano's Classroom Instruction that Works and Building Academic Vocabulary, David Sousa's How the Brain Learns, Michael Gurian's Boys and Girls Learn Differently!, Michael Opitz's Good-bye Round Robin, Steve Zemelman's Best Practice, Harvey Silver's The Strategic Teacher, and Todd Whitaker's What Great Teachers Do Differently.

6. School Leadership:

The leadership structure at Moyer entails with four different pieces: the Site Based Decision Making Council, grade level/content area teacher leaders, PTO and Booster organizations, and the school principal. The Site Based Decision Making Council is a council of three teachers, two parents, and the principal. The parents and teachers are elected annually and serve for one year. Some of the responsibilities of the council are creating school policies, budgets, and improvement goals. The council is also responsible for creating a staffing plan and the hiring of the principal. This council meets once a month and their meetings are open to the public. The next piece would be the teachers that serve as grade level or content area leaders. These teachers provide immediate leadership to their respective areas and assist the principal in implementing the school improvement plan; they provide professional development for our school and their team, and provide a framework for leadership that supports each grade level. Another piece would be our PTO and Booster Executive Boards. These boards meet once a month with the principal to plan and organize PTO and Booster resources, activities, and events. Some examples of the work completed by these organizations would be the fundraising and planning for the installation of Smartboards in every classroom, the purchasing and implementation of the software program Successmaker, and the creation of an instructional basketball league for students kindergarten through second grade. The final leadership piece would be that of the building principal. The principal at Moyer is highly visible and is active in classrooms every day. His leadership over the past five years has created a culture at Moyer in which everyone has a complete focus on students and their individual successes. The leadership philosophy that the principal implements, "teach every child as if he/she were your own", has created a highly positive school culture in which everyone works towards the same goals. Under his leadership Moyer's academic programs have been unified, training for all programs have been provided, a system of individual student tracking has been implemented, new software programs have been enacted (Successmaker and online Accelerated Reader), Smartboards and scanners have been installed in all classrooms, the building has complete wireless access for use with a wireless computer lab, world language, dance, band, and strings clubs have been started, Spanish instruction has begun for kindergarten and first graders, Service Learning programs have been implemented school wide, online keyboarding instruction is taking place for third graders, a parent e-mail distribution list has been created, and a new booster organization has started. Moyer is a terrific example of parents, teachers, and administrators working together to do what is best for children.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3 Test: Kentucky Core Content Test

Edition/Publication Year: 2006-2008

Publisher: Measured Progress

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr			
SCHOOL SCORES					
Proficient	95	92			
Distinguished	5	56			
Number of students tested	60	64			
Percent of total students tested	100	100			
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
Proficient	70	80			
Distinguished	50	10			
Number of students tested	10	10			
2. Racial/Ethnic Group (specify subgroup):					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. (specify subgroup):					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Kentucky did not start testing 3rd grade until 2006.

Subject: Reading

Grade: 3 Test: Kentucky Core Content Test

Edition/Publication Year: 2006-2008

Publisher: Measured Progress

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr			
SCHOOL SCORES					
Proficient	95	91			
Distinguished	43	38			
Number of students tested	60	64			
Percent of total students tested	100	100			
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
Proficient	70	70			
Distinguished	50	30			
Number of students tested	10	10			
2. Racial/Ethnic Group (specify subgroup):					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. (specify subgroup):					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Kentucky did not start testing 3rdr graders until 2006-2007.

Subject: Mathematics

Grade: 4 Test: Kentucky Core Content Test

Edition/Publication Year: 2006-2008

Publisher: Measured Progress

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr			
SCHOOL SCORES					
Proficient	93	82			
Distinguished	63	52			
Number of students tested	64	56			
Percent of total students tested	100	100			
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
Proficient	83				
Distinguished	17				
Number of students tested	12				
2. Racial/Ethnic Group (specify subgroup):					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. (specify subgroup):					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Kentucky started testing 4th grade math in 2006.

Subject: Reading

Grade: 4 Test: Kentucky Core Content Test

Edition/Publication Year: 2003-2008

Publisher: Measured Progress

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Proficient	91	87	94	95	93
Distinguished	47	48	24	33	15
Number of students tested	64	56	50	63	58
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
Proficient	83		100		
Distinguished	12		91		
Number of students tested	12		11		
2. Racial/Ethnic Group (specify subgroup):					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. (specify subgroup):					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Subject: Mathematics

Grade: 5 Test: Kentucky Core Content Test

Edition/Publication Year: 2003-2008

Publisher: Measured Progress

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Proficient	89	84	91	92	89
Distinguished	56	52	39	36	36
Number of students tested	61	56	71	64	55
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
2. Racial/Ethnic Group (specify subgroup):					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. (specify subgroup):					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Subject: Reading
Edition/Publication Year: 2006-2008

Grade: 5
Publisher: Measured Progress

Test: k

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr			
SCHOOL SCORES					
Proficient	95	91			
Distinguished	46	46			
Number of students tested	61	56			
Percent of total students tested	100	98			
Number of students alternatively assessed		1			
Percent of students alternatively assessed		2			
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
2. Racial/Ethnic Group (specify subgroup):					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. (specify subgroup):					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Kentucky started testing 5th graders in reading in 2006.

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